

# ENGLISH

## *Standards of Learning Sample Scope and Sequence*

*Grade Five*



Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
**2001**

Copyright © 2001

by the

Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120  
[www.pen.k12.va.us](http://www.pen.k12.va.us)

All rights reserved. Reproduction of materials  
contained herein for instructional purposes in  
Virginia classrooms is permitted.

**Superintendent of Public Instruction**

Jo Lynne DeMary

**Deputy Superintendent**

M. Kenneth Magill

**Assistant Superintendent for Instruction**

Patricia I. Wright

**Office of Elementary Instructional Services**

James S. Heywood, Director

Linda M. Poorbaugh, Associate Director

Barbara F. Jones, Reading Specialist

**NOTICE TO THE READER**

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The *English Standards of Learning Sample Scope and Sequence* and the *English Standards of Learning Teacher Resource Guide* can be found in PDF and Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>

## **Fifth Grade Standards of Learning Sample Scope and Sequence**

### **Preface**

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

## **Fifth Grade Standards of Learning Sample Scope and Sequence**

### **Introduction**


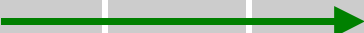

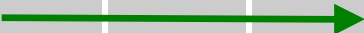
The effective instruction of speaking, reading, and writing improves all students' ability to understand and produce various genres of text. Effective planning for English instruction requires frequent formal and informal assessments of all students. Knowing the instructional reading and writing level of every student is the key to effective planning. Effective planning balances skill instruction with purposeful and engaging daily opportunities for speaking, reading, and writing for all students, regardless of the skill level of the students.

"Well-designed, controlled comparisons of instructional approaches have supported these components and practices in reading instruction.

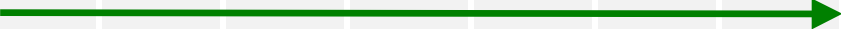


- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read (Teaching Reading Is Rocket Science, pg. 7-8)."

This fifth grade sample scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standards of Learning in the Teacher Resource Guide. This scope and sequence is not intended to be a complete list of the English skills that need to be taught and mastered in fifth grade nor to prescribe how the content should be taught, but instead organizes key skills and processes around the major English concepts of oral language, word analysis, vocabulary, comprehension, and writing. These concepts are taught concurrently throughout the year and across content areas.


## Kindergarten – Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 <sup>st</sup> Fall Semester	1 <sup>st</sup> Spring Semester	2 <sup>nd</sup> Fall Semester	2 <sup>nd</sup> Spring Semester	3 <sup>rd</sup> Fall Semester	3 <sup>rd</sup> Spring Semester	4 <sup>th</sup> Fall Semester	4 <sup>th</sup> Spring Semester	5 <sup>th</sup> Fall Semester	5 <sup>th</sup> Spring Semester
Oral Language												
	K.1d	K.1d	1.1a - d	1.1a - d	2.1	2.1	3.1	3.1	4.1a - d	4.1a - d	5.1	5.1
	K.2a – d	K.2a - d, f	1.2	1.2	2.1a, c - d	2.1a, c - d	3.1a - c	3.1a - c	4.2	4.2	5.1a - c	5.1a - c
	Kf	K.3a – e	1.2a - e	1.2a - e	2.2	2.2	3.2	3.2	4.2a - c	4.2a - c	5.2a - d	5.2a - d
	K.3a - e		1.3	1.3	2.2c	2.2c	3.2a - e	3.2a - e			5.3	5.3
			1.3a - d	1.3a - d	2.3a - c	2.3a - c					5.3a - d	5.3a - d
Phonological Awareness												
	K.1a, b, d, e	K.1a, b, d, e	1.4									
	K.4	K.4	1.4a - d									
	K.4a - d	K.4a – d										
		K.7b, c										
Letters and Sounds												
	K.6b											
	K.7a	K.7a										
	K.9	K.9										
Concept of Print												
	K.5a - d	K.1a K.5c – d K.6 K.6a – c	1.5 1.5a - c									

## Kindergarten – Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 <sup>st</sup> Fall Semester	1 <sup>st</sup> Spring Semester	2 <sup>nd</sup> Fall Semester	2 <sup>nd</sup> Spring Semester	3 <sup>rd</sup> Fall Semester	3 <sup>rd</sup> Spring Semester	4 <sup>th</sup> Fall Semester	4 <sup>th</sup> Spring Semester	5 <sup>th</sup> Fall Semester	5 <sup>th</sup> Spring Semester
Decoding and Spelling												
		K.11	1.5	1.5	2.4	2.4	3.3a	3.3a				
			1.6	1.6	2.4a - b	2.4a b						
			1.6a - d	1.6a - d	2.6a	2.6a						
			1.9c	1.9c	2.10c	2.10c						
			1.12f	1.12f								
			1.14	1.14								
Word Analysis and Spelling			1.14b	1.14b								
												
			1.6d	1.6d	2.2b, d	2.2b, d	3.3	3.3	4.3	4.3	5.4	5.4
					2.3	2.3	3.3b	3.3b	4.3a - b	4.3a - b	5.4a - b	5.4a - b
					2.4	2.4	3.4	3.4			5.5c, d	5.5c, d
					2.6	2.6	3.4c	3.4c				
					2.6a - c	2.6a - c	3.7f	3.7f				
Fluency					2.11c	2.11c	3.8d	3.8d				
												
			1.6	1.6	2.5b	2.5b	3.4c - d	3.4c - d				
			1.8	1.8	2.6d	2.6d						
			1.9	1.9	2.7c, d	2.7c, d						
			1.9c	1.9c								
			1.10	1.10								
			1.11	1.11								

## Kindergarten – Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 <sup>st</sup> Fall Semester	1 <sup>st</sup> Spring Semester	2 <sup>nd</sup> Fall Semester	2 <sup>nd</sup> Spring Semester	3 <sup>rd</sup> Fall Semester	3 <sup>rd</sup> Spring Semester	4 <sup>th</sup> Fall Semester	4 <sup>th</sup> Spring Semester	5 <sup>th</sup> Fall Semester	5 <sup>th</sup> Spring Semester
<b>Reading: Vocabulary Comprehension</b>												
	K.1	K.1	1.1	1.1	2.1b	2.1b	3.4a, b	3.4a, b	4.4	4.4	5.5	5.5
	K.1a, c	K.1a, c	1.1a, c	1.1a, c	2.2	2.2	3.5a - h	3.5a - h	4.4a - d	4.4a - d	5.5a, b, d	5.5a, b, d
	K.2a - e	K.2a - e	1.2a	1.2a	2.2a - c	2.2a - c	3.6a - d	3.6a - d	4.5a - f	4.5a - f	5.6	5.6
	K.8a - e	K.5d	1.7a - c	1.7a - c	2.5	2.5	3.10a - c	3.10	4.6	4.6	5.6a - e	5.6a - e
	K.13	K.8a - e	1.8	1.8	2.5a - c	2.5a - c		3.10a - c	4.6a - c	4.6a - c	5.8	5.8
		K.13	1.8a - b	1.8a - b	2.6e	2.6e			4.9a - d	4.9a - d	5.8a - e	5.8a - e
			1.9a - b	1.9a - b	2.7a, b	2.7a, b						
			1.11	1.11	2.8	2.8						
			1.11a - g	1.11a - g	2.8a - g	2.8a - g						
<b>Writing: Usage and Mechanics Composition</b>			1.12	1.12	2.11	2.11						
			1.14	1.14	2.11a - c	2.11a - c						
	K.10	K.10	1.12	1.12	2.9	2.9	3.7	3.7	4.7	4.7	5.7	5.7
	K.11	K.11	1.12a - h	1.12a - h	2.9a - d	2.9a - d	3.7a - f	3.7a - f	4.7a - g	4.7a - g	5.7a - f	5.7a - f
			1.13	1.13	2.10	2.10	3.8	3.8	4.8	4.8		
			1.13a - b	1.13a - b	2.10a - c	2.10a - c	3.8a - b, e	3.8a - c, e	4.8a - d	4.8a - d		
					2.11d	2.11d	3.9	3.9				

## Fifth Grade English Standards of Learning Sample Scope and Sequence

### Oral Language

In fifth grade, students apply and refine their oral communication skills. They have many opportunities across content areas to be active listeners and effective participants. They plan and deliver oral presentations that include visual aides. They refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. Students also learn to summarize their material prior to delivering a presentation.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Oral Language: Discussion</b>	Students are expected to: <ul style="list-style-type: none"> <li>Participate as active listeners in group learning activities across content areas by <ul style="list-style-type: none"> <li>listening for main ideas</li> <li>listening for sequence of ideas</li> <li>taking notes</li> </ul> </li> </ul>	5.1a	<ul style="list-style-type: none"> <li>Classroom observation</li> <li>Student demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide  <a href="http://www.pen.k12.va.us/VDOE/Instruction/english_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/english_resources.html</a> </li> <li>Sample English Curriculum CD  <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a> </li> </ul>
	<ul style="list-style-type: none"> <li>Participate as informed contributors in group learning activities across content areas by <ul style="list-style-type: none"> <li>asking and answering questions at appropriate times</li> <li>clarifying confusing points</li> </ul> </li> </ul>	5.1		
	<ul style="list-style-type: none"> <li>summarizing main ideas</li> </ul>	5.1c		
	<ul style="list-style-type: none"> <li>organizing information from group discussion for presentation</li> <li>preparing an outline for presentation prior to delivery.</li> </ul>	5.1b		



## Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Oral Language: Discussion</b>	Students are expected to: <ul style="list-style-type: none"> <li>use acceptable posture according to the setting and the audience</li> </ul>	5.2d		
	<ul style="list-style-type: none"> <li>demonstrate appropriate eye contact with listeners</li> </ul>	5.2a		
	<ul style="list-style-type: none"> <li>use appropriate facial expressions to support, accentuate, or dramatize presentations</li> </ul>	5.2c		
	<ul style="list-style-type: none"> <li>use dramatic gestures to support, accentuate, or dramatize the message.</li> </ul>	5.2b		
<b>Oral Language: Presentations</b>	Students are expected to: <ul style="list-style-type: none"> <li>make planned oral presentations</li> </ul>	5.3	<ul style="list-style-type: none"> <li>Classroom observation</li> <li>Student demonstrations</li> <li>Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide  <a href="http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html</a> </li> <li>Sample English Curriculum CD  <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a> </li> </ul>
	<ul style="list-style-type: none"> <li>narrow the topic</li> </ul>	5.3a		
	<ul style="list-style-type: none"> <li>select information that develops the topic</li> </ul>	5.3b		
	<ul style="list-style-type: none"> <li>group together related information</li> </ul>			
	<ul style="list-style-type: none"> <li>put information in order, providing an overview of the information at the beginning or a summary of the information at the end</li> </ul>	5.3c		
	<ul style="list-style-type: none"> <li>use visual aids to illustrate information summarizing a presentation orally prior to delivery.</li> </ul>	5.3d		

## Fifth Grade English Standards of Learning Sample Scope and Sequence

### Word Analysis and Spelling

In fifth grade, students continue to build and use their spelling and vocabulary knowledge. They use word structure and content clues to determine meanings of unfamiliar words. They also use word-reference materials to learn new words. Emphasis is on word origins, specifically Greek and Latin affixes.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Word Analysis and Spelling</b>	Students are expected to: <ul style="list-style-type: none"> <li>understand that rhyme occurs in patterns, which are represented by letters of the alphabet — i.e., that lines coded with the same letter have the same end rhyme, resulting in patterns such as AA, AABB, and ABAB</li> </ul>	5.5c	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student demonstrations</li> <li>Writing samples</li> <li>Quizzes</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide <a href="http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html</a></li> <li>Sample English Curriculum CD <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a></li> <li>Wordsalive! CD</li> </ul>
	<ul style="list-style-type: none"> <li>discuss why an author might have used particular words and phrases</li> </ul>	5.5d		
	<ul style="list-style-type: none"> <li>use context to infer the correct meanings of unfamiliar words</li> </ul>	5.4		
	<ul style="list-style-type: none"> <li>use word references and context clues to determine which meaning is appropriate in a given situation</li> <li>use word references to check spelling of words</li> </ul>	5.4b		
	<ul style="list-style-type: none"> <li>apply knowledge of root words, prefixes, and suffixes</li> <li>continue to learn about Greek and Latin affixes</li> </ul>	5.4a		
	<ul style="list-style-type: none"> <li>identify the word-reference materials most likely to contain the information needed.</li> </ul>	5.4b		

## Fifth Grade English Standards of Learning Sample Scope and Sequence

<p><b>Reading: Vocabulary and Comprehension</b></p> <p>In fifth grade, students are independent readers of a variety of literary forms. They are comfortable reading both fiction and nonfiction text. Emphasis is on developing critical reading skills in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about text. Students also continue to organize information they extract from text and represent their understanding graphically and in writing.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p><b>Reading: Vocabulary and Comprehension of Narrative Text</b></p> <p>Vocabulary and comprehension skills should be systematically and directly taught to students.</p>	Students are expected to:			
	<ul style="list-style-type: none"> <li>read and analyze fiction, nonfiction, and poetry</li> </ul>	5.5	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student interviews</li> <li>Student demonstrations</li> <li>Writing samples</li> <li>Quizzes</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide <a href="http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html</a></li> <li>Sample English Curriculum CD <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a></li> <li>Wordsalive! CD</li> <li>Interactive Reading CD</li> <li>A Resource Notebook for Reading Instruction In Content Classes Grades 4 - 12</li> </ul>
	<ul style="list-style-type: none"> <li>understand that characters are developed by                             <ul style="list-style-type: none"> <li>what is directly stated in the text</li> <li>their speech and actions</li> <li>what other characters in the story say or think about them</li> </ul> </li> <li>understand that some characters change during the story and some characters stay the same</li> </ul>	5.5a		
	<ul style="list-style-type: none"> <li>understand that the main character has a problem that usually gets resolved</li> </ul>	5.5a & b		
	<ul style="list-style-type: none"> <li>understand that plot is developed through a series of planned events</li> <li>identify the planned events in sequence that led to resolution of the conflict</li> <li>identify the problem of the plot</li> </ul>	5.5b		
	<ul style="list-style-type: none"> <li>discuss why an author might have used particular words and phrases.</li> </ul>	5.5d		

## Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Reading: Vocabulary and Comprehension of Narrative Text</b>	Students are expected to:			
	<ul style="list-style-type: none"> <li>demonstrate comprehension of a variety of literary forms</li> </ul>	5.6		
	<ul style="list-style-type: none"> <li>identify specific information in text that supports predictions</li> <li>form opinions and draw conclusions from the selection</li> <li>locate details to support opinions and conclusions</li> </ul>	5.6b		
	<ul style="list-style-type: none"> <li>identify cause-and-effect relationships</li> </ul>	5.6c		
	<ul style="list-style-type: none"> <li>use writing as a tool to aid in comprehension by                             <ul style="list-style-type: none"> <li>writing to clarify understanding of text</li> <li>writing to show connections between reader and text</li> <li>writing to support predictions</li> <li>writing to show connections between two pieces of text.</li> </ul> </li> </ul>	5.6e		
<b>Reading: Vocabulary and Comprehension of Informational/ Functional Text</b>	Students are expected to:			
	<ul style="list-style-type: none"> <li>use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information</li> <li>generate questions to guide reading of text through reading strategies such as KWL (Ogle) and DRTA (Stauffer).</li> </ul>	<div>5.6a</div> <div>5.6b</div>	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student interviews</li> <li>Student demonstrations</li> <li>Writing samples</li> <li>Quizzes</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide  <a href="http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html</a> </li> </ul>

## Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Reading: Vocabulary and Comprehension of Informational/ Functional Text</b>	Students are expected to:			
	<ul style="list-style-type: none"> <li>identify the important information in a selection in order to paraphrase the text by using tools such as graphic organizers, outlining, and notes</li> </ul>	5.6d		<ul style="list-style-type: none"> <li>Sample English Curriculum CD <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a></li> <li>Wordsalive! CD</li> <li>Interactive Reading CD</li> <li>A Resource Notebook for Reading Instruction In Content Classes Grades 4 - 12</li> </ul>
	<ul style="list-style-type: none"> <li>paraphrase content of selection, identifying important ideas and providing details for each important idea</li> </ul>	5.6		
	<ul style="list-style-type: none"> <li>use writing as a tool to aid in comprehension by                             <ul style="list-style-type: none"> <li>writing to clarify understanding of text</li> <li>writing to support predictions</li> <li>writing to show connections between two pieces of text</li> </ul> </li> </ul>	5.6e		
	<ul style="list-style-type: none"> <li>synthesize information from a variety of resources</li> </ul>	5.8		
	<ul style="list-style-type: none"> <li>choose appropriate resources by                             <ul style="list-style-type: none"> <li>skimming for background knowledge</li> <li>skimming to develop a general overview</li> <li>skimming for specific information</li> </ul> </li> </ul>	5.8a		
	<ul style="list-style-type: none"> <li>take notes from their research                             <ul style="list-style-type: none"> <li>including important concepts</li> <li>paraphrasing (putting in own words) information</li> <li>recording sources of information.</li> </ul> </li> </ul>	5.8b & c		

## Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Reading: Vocabulary and Comprehension of Informational/ Functional Text</b>	Students are expected to <ul style="list-style-type: none"> <li>take notes from their research</li> <li>◇ use graphic organizers to organize information</li> </ul>	5.8b & c		
	<ul style="list-style-type: none"> <li>use available electronic databases to access information</li> </ul>	5.8d		
	<ul style="list-style-type: none"> <li>use an acceptable style/format for citing sources of information.</li> </ul>	5.8e		

## Fifth Grade English Standards of Learning Sample Scope and Sequence

### Writing

In fifth grade, students write daily across the content areas. They know the domains of writing and the features of each domain. While students work on all domains, the instructional focus is on revising and editing, particularly word choice and sentence structure. They continue to self-assess and edit their own writing. They are expected to demonstrate control over capitalization, punctuation, grammar, and spelling. Students also use available technology to assist them in composing, revising, editing, and publishing their writing.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Writing: Composition</b>	Students are expected to: <ul style="list-style-type: none"> <li>identify the writing domains and features of each domain</li> <li>learn and apply knowledge of the features of the writing domains (Note: See an explanation of the domains in the Teacher Resource Guide pg. ES 98.)</li> </ul>	5.7	<ul style="list-style-type: none"> <li>Classroom observation</li> <li>Student demonstrations</li> <li>Writing samples</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide <a href="http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html</a></li> <li>Sample English Curriculum CD <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a></li> <li>NCS Mentor for Virginia CD</li> <li>The Virginia SOL Writing Test: A Teacher's Resource Notebook <a href="http://www.pen.k12.va.us/VDOE/Instruction/English/writing/">http://www.pen.k12.va.us/VDOE/Instruction/English/writing/</a></li> </ul>
	<ul style="list-style-type: none"> <li>create a plan and organize thoughts before writing</li> </ul>	5.7a		
	<ul style="list-style-type: none"> <li>focus, organize, and elaborate to construct an effective message for the reader</li> <li>select specific information to propel readers more purposefully through the piece</li> </ul>	5.7b		
	<ul style="list-style-type: none"> <li>purposefully shape and control language to affect readers</li> <li>choose vocabulary and information to create an appropriate tone</li> </ul>	5.7c		
	<ul style="list-style-type: none"> <li>include sentences of various lengths and beginnings to create a pleasant, informal rhythm</li> </ul>	5.7d		
	<ul style="list-style-type: none"> <li>use a rubric to self-assess writing.</li> </ul>	5.7		

## Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Writing: Usage Mechanics</b>	Students are expected to: <ul style="list-style-type: none"> <li>learn and apply the information from the sentence formation, usage, and mechanics fifth-grade skills list (Note: See an explanation of the skill list in the Teacher Resource Guide pg. ES 99.)</li> </ul>	5.7	<ul style="list-style-type: none"> <li>Classroom observation</li> <li>Student demonstrations</li> <li>Writing samples</li> </ul>	<ul style="list-style-type: none"> <li>English SOL Teacher Resource Guide <a href="http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html">http://www.pen.k12.va.us/VDOE/Instruction/eng_resources.html</a></li> <li>Sample English Curriculum CD <a href="http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html">http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html</a></li> <li>NCS Mentor for Virginia CD</li> <li>The Virginia SOL Writing Test: A Teacher's Resource Notebook <a href="http://www.pen.k12.va.us/VDOE/Instruction/English/writing/">http://www.pen.k12.va.us/VDOE/Instruction/English/writing/</a></li> </ul>
	<ul style="list-style-type: none"> <li>avoid fragments, run-ons, and excessive coordination when writing sentences</li> </ul>	5.7e		
	<ul style="list-style-type: none"> <li>apply knowledge of subject-verb agreement</li> </ul>	5.7f		
	<ul style="list-style-type: none"> <li>apply knowledge of adjective and adverb comparisons</li> </ul>	5.7e		
	<ul style="list-style-type: none"> <li>use plural possessives correctly</li> <li>learn and apply the punctuation skills of <ul style="list-style-type: none"> <li>◇ commas around interrupters, including nouns of address and appositives</li> <li>◇ apostrophes plural possessives</li> <li>◇ quotation marks around dialogue</li> <li>◇ punctuation of letter parts.</li> </ul> </li> <li>learn and apply the formatting skills of <ul style="list-style-type: none"> <li>◇ indenting or double spacing between paragraphs</li> <li>◇ hyphenating words at ends of lines between syllables correctly.</li> </ul> </li> </ul>	5.7f		



## Fifth Grade English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Writing:</b> <b>Usage</b> <b>Mechanics</b>	Students are expected to: <ul style="list-style-type: none"> <li>• spell frequently used and common words correctly</li> <li>• edit final copies for grammar, capitalization, punctuation, and spelling.</li> </ul>	5.7f		

## Fifth Grade English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
5.1	X							
5.1a	X							
5.1b	X							
5.1c	X							
5.2	X							
5.2a	X							
5.2b	X							
5.2c	X							
5.2d	X							
5.3	X							
5.3a	X							
5.3a	X							
5.3b	X							
5.3c	X							
5.3d	X							
5.4					X			
5.4a					X			
5.4b					X			
5.5					X		X	
5.5a							X	
5.5b							X	
5.5c					X			
5.5d					X		X	
5.6							X	
5.6a							X	
5.6b							X	

### Fifth Grade English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
5.6c							X	
5.6d							X	
5.6e							X	
5.7								X
5.7a								X
5.7b								X
5.7c								X
5.7d								X
5.7e								X
5.7f								X
5.8							X	
5.8a							X	
5.8b							X	
5.8c							X	
5.8d							X	
5.8e							X	

## **Fifth Grade English Standards of Learning Sample Scope and Sequence**

### **Publication:**

**Mid-continent Regional Educational Laboratory. *Teaching Reading in the Content Areas: If Not Me, Then Who?*, by Rachel Billmeyer, Ph.D. and Mary Lee Barton, M.Ed. Aurora, CO; 1998.**